



DUE DATE: WEEK OF NOVEMBER 25TH, 2013

זֶכֶר יָמֹת עוֹלָם, בֵּינֵנוּ שָׁנוֹת דֹּר-דֹּר; {ס} שְׁאַל
אֲבִיךָ וַיִּגְדֶּךָ, זִקְנֶיךָ וַיֹּאמְרוּ לָךְ. {ר}

**"Remember the days of old, consider the years of ages past.
Ask your ancestor, your elders, they will tell you..."
(Deuteronomy 32:7)**

The Roots & Wings Project

This year, our Tikkun Olam time together is divided into three parts. Each of these parts is based on one of the statements from Hillel's famous teaching from Pirkei Avot (1:14):

"If I am not for myself, who will be for me?
If I am only for myself, what am I?
And if not now – when?"

The first of these questions allows us the opportunity to delve further into our discussions about identity. In order to be 'for ourselves,' we need to know who we are and how our identity is defined and shaped. We have spent time already this term exploring the impact of one's name and pieces of collective memory on one's identity. This project will provide you with a framework for investigating your family roots as the last phase of your identity development studies this term.

Our memories – both individual and collective – are fundamental to who we are. You will find out from talking with people in your family – parents, grandparents, aunts, uncles, great aunts/uncles – the stories which they **individually** remember. And by telling those stories, you are adding to the **collective** memory of all of us as people. Your family's history is an important part of the history of our people!

The components of this project are:

- 1) Find out the facts (Interview and Narrative Essay)
- 2) Map the journey
- 3) Make a timeline – personal as well as historical/political
- 4) Figure out who is on your family tree – up to 3 generations back
- 5) Reproduce flags of the countries from which your family came
- 6) Find out and write down at least one sentence in the languages of origin
- 7) Conduct a formal interview with the family member who knows the most family history.
- 8) In a narrative essay, tell that person's story – which is also part of **your** story.
- 9) Artifacts – preserved pieces of history. See the description below.
- 10) Your Poetry from Term 1 (Hello, My Name Is & I Am Jewish)

The Roots & Wings Project

THE MAP

Find and select an image of a world map on which you will chart your family's travels and settlings.

People have moved a lot during the past generations, looking for a better place to live and a better life. Trace on a map, to the best of your ability, from which countries your ancestors came and how you, your parents (or earlier relatives) came to live in Vancouver. Ask your immediate family (household family) and extended family members (aunts, uncles, grand-parents...etc.) to list all the places they have lived and mark them on your map. Including only your direct bloodline relatives (or immediate household and their extended families) back three generations (great-grandparents, grandparents, parents, and yourself), mark locations and track settlement of your family line. Be sure to explain and describe your map clearly.

THE TIMELINE

Your timeline will have two sides. One side will be for landmark events in your family history. The other side will be for events in world history, on which you will also include important events from Jewish/Israeli history.

Like your map, the family side of your timeline should be based on events in the lives of your direct ancestors (great-grandparents, grand-parents...etc.) or household family relatives. Lifecycle milestone events such as births, deaths, weddings, b'nei mitzvah, major moves...etc. would be appropriate for your family timeline.

FAMILY TREE

The family tree project is one area where your creative and personal touch can be applied to this project. While one could simply create a black and white family tree on a piece of paper with names and connecting lines to signify relationships, that would be a tree that would only minimally meet expectations for this project.

The samples shared from previous years can give you an idea of the extent to which you can be creative and imaginative with this portion of the project.

To begin the work of preparing the family tree for your project, go to the website below, download and print a free family tree template. Fill in the template by hand first and then use it to create the family tree for your project.

http://www.obituarieshelp.org/free_printable_blank_family_tree.html

Your family tree is different from the other parts of this project in that you are free and encouraged **to include relatives from your extended family** (those outside your direct bloodline). While their influence on you and your life may not be as direct as your immediate family and direct bloodline relatives, they all played important roles in the family life and experiences of your direct ancestors. As you collect information about your relatives, you will learn about their siblings (your great-great and great aunts and uncles, cousins...etc.). Since you have the information available to you and this is a family tree, you are encouraged to include them on your tree. You must, however, clearly differentiate between individuals who are your direct ancestors and those who are not in order for readers/viewers to be able to understand and interpret your tree.

You are encouraged as well, as part of the creative aspect, to personalize and individualize your family tree as much as you can. Students have included photos of the relatives, dates of birth and death...etc. within the family tree to add detail to the tree. Feel free to consider these kinds of additions to your family tree.

FLAGS

As part of your presentation, please include flags for all the countries that are part of your family's history. Authenticity is very important, so try to find national flags from the time when your family lived in that country. For example, the European Union did not exist until very recently, so that flag would be historically inaccurate if your family lived in an E.U. country before the E.U. was formed. Also, the current Russian flag did not exist when the country of Russia was part of the Soviet Union. You would need to display the U.S.S.R./Soviet flag even if your family lived in a current Russian city or town. All flags must be labeled.

LANGUAGES OF ORIGIN

Over the course of generations in a family, not only do we often live in many places, but we also speak many different languages. Language, speech, and sayings also contribute to family identity, legacy, and heritage. Choose a well-known family phrase (something that one of your ancestors was known for saying) and write it down in all of the different languages of origin for your family. Perhaps, you may even learn how to speak the phrase in the different languages yourself! The languages should be printed in their authentic characters/symbols.

YOUR POETRY

In advance of this project, we worked on poetry pieces whose purpose was to help prepare you for this project. These pieces are reflections on the history behind your name and in your family, highlights from your Jewish and human collective memory, and distinguishing factors of your Jewish identity. Please include printed copies of your poems in your Roots & Wings.

The Roots & Wings Project

The Interview

The following is a list of possible questions you may ask when you are gathering information about your family history. You do not HAVE to use these questions – these are suggestions for interviewing your parents, grandparents, great-grandparents for your project on your family tree.

1. Where were you born?
2. How many children were in your family?
3. What was your childhood home like?
4. What language(s) did you speak?
5. What kind of education did you have (in the old country/Canada)?
6. When did you start your working career?
7. If you had a business, where was it located?
8. How old were you when you came to Canada? Vancouver?
9. What was your new home in Canada like?
10. Did you come with your family?
11. What was your life like when you first came to Canada?
12. Why did you/your family choose to come to Canada?
13. How old were you when you first worked in Canada?
14. Did you ever encounter prejudice or discrimination?
15. How many hours per day/week did you work? Did you earn a fair wage?
16. Were you affected by the Depression?
17. How old were you when you got married?
18. How did you meet your spouse-to-be?
19. How many children did you have?
20. Did you live in a Jewish neighborhood? What made it Jewish?
21. If it was not a Jewish neighborhood, what made it possible to stay connected to Judaism and the Jewish community? What kind of relations did you have with non-Jews?
22. Were you involved in the Jewish community? How so?
23. What kind of Jewish education did you receive?
24. How did your family observe Judaism at home?
25. What customs, holidays, rituals were important to your family?
26. Was Israel discussed in your home?

The Roots & Wings Project **ARTIFACTS**

**Please be sure to gather photocopied materials – DO NOT USE
ORIGINALS!!!**

1. Find photographs, stamps, postcards, coins, or currency from one of your family member's "old country."
2. Are there any family heirloom objects (baby shoes, dishes, ritual objects...etc.) that say something about your family's collective past? You may photograph them and include those images in your project.
3. If you come across any important genealogical or other types of documents (birth certificates, exit and entry visas, travel tickets, citizenship documents, *k'tubot*/Jewish marriage contracts...etc.) explain their purpose, when it was issued and needed, and any interesting facts about it.
4. Eating your way through history...
Ask your parents and older ancestors what their favorite foods were when they were youngsters. See if there is a traditional family recipe that has been passed down through the generations. Try to get the recipe and include it in your project. If a relative wants to leave out a secret ingredient or doctor the recipe to preserve the family secret, then that's OK 😊.

Roots & Wings Requirements & Evaluation

Your project must be presented using a tri-fold presentation board for display purposes. You do have the opportunity to take creative license with your visual presentation, but please check with Rabbi Bellas and Miss Davey for approval first.

A. Components included:

- a. Map
- b. Timeline
- c. Family Tree
- d. Interview
- e. Flag(s)
- f. Sentence (s) in language(s) of origin
- g. Poetry

B. Personal Narrative:

Can the reader hear voice in this piece?

Are writing conventions properly executed?

C. Presentation/Effort

Is the viewer/reader engaged by what you have done and the way you have done it?

**THIS PROJECT WILL MAKE UP 40% OF YOUR OVERALL TIKUN OLAM GRADE
EACH DAY YOUR PROJECT IS LATE WILL RESULT IN A -5 POINTS.**